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ABSTRACT

As used here, the term school-based crisis intervention refers to a range of responses schools can plan and implement in response to crisis events and reactions. All school-based and school-linked staff can play an important role in crisis intervention. This quick training aid presents a brief set of resources to guide those providing an in-service training session on school-based crisis prevention. The packet contains a brief introduction to the topic with key talking points, fact sheets, tools and handouts to organize a crisis response team, and a directory of additional resources. (GCP)

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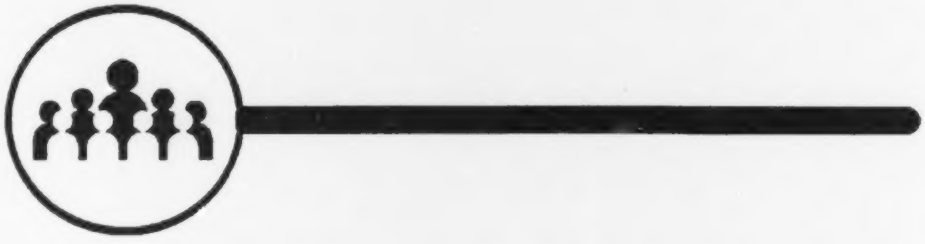
Mental Health in Schools Center
Training and Technical Assistance

A Center Quick Training Aid . . .

School-Based Crisis Intervention



This document is a hard copy version of a resource that can be downloaded at no cost from the Center's Website http://smhp.psych.ucla.edu.

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA.
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U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

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Mental Health in Schools Center
Training and Technical Assistance

The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

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Quick Training Aids

School-Based Crisis Intervention

Periodically, windows of opportunities arise for providing inservice at schools about mental health and psychosocial concerns. When such opportunities appear, it may be helpful to access one or more of our Center's *Quick Training Aids*.

Each of these offers a brief set of resources to guide those providing an inservice session. (They also are a form of quick self-tutorial.)

Most encompass

- key talking points for a short training session
- a brief overview of the topic
- facts sheets
- tools
- a sampling of other related information and resources

In compiling resource material, the Center tries to identify those that represent "best practice" standards. If you know of better material, please let us know so that we can make improvements.

As an alternative to a hard copy, this set of training aids was designed for free online access and interactive learning. It can be used online and/or downloaded at (http://smhp.psych.ucla.edu) – go to "Search and Quick Find" and under Quick Find scroll down the list of "Center Responses" to *Crisis Prevention and Response*. Also see our Resource Aid Packet for in-depth follow up. Besides this Quick Training Aid, you also will find a wealth of other resources on this topic. If you would still like to request a hard copy, please feel free to contact us at 310/ 825-3634 or smhp@ucla.edu.

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Guide for Suggested Talking Points

I. Brief Overview

Page

A. Present main points from:
School-Based Crisis Intervention - Excerpted from a Center resource packet entitled: Responding to Crisis at a School. 5

1. Highlight the range of potential crisis situations and emotional responses that require advance preparation in order to handle (first paragraph). The second paragraph follows up with potential school problems that can be avoided through successful crisis intervention.

2. The definition of school-based crisis intervention as used by our Center is outlined in the third paragraph. Providing a clear definition at the outset can help prepare the audience for the goals and expectations of those who will have a role in school crisis management.

II. Fact Sheets

A. **Major Facets of Crises Response** - Excerpted from a Center resource packet entitled: Responding to Crisis at a School. 6

1. A major distinction to point out is the different requirements for local (e.g. on campus) vs. global (e.g. city or national) crisis. For instance, the first part of crisis response ("During the emergency") applies more to local, school-based crises than to national crises such as the September 11th terrorism. On the other hand, the final category ("Prevention") is always applicable because it facilitates other facets of crisis response.

2. Highlighting specific details that are more applicable to your audience for each category will be helpful in generating ideas for a crisis intervention plan. For the most relevant facets of crisis response you might discuss who would coordinate, what community resources you should establish relationships with, when referrals might be made, etc.

3. Also highlight that some facets of crisis response involve providing services for staff as well as students. Aside from providing for the health, safety, and well-being of students, some staff members might require crisis intervention for themselves - especially in a local crisis.

B. **Responding to Crises: A Few General Principles** - Excerpted from a Center resource packet entitled: Responding to Crisis at a School. 7

1. This one-page reference provides more specific guidelines for crisis intervention and would make an excellent handout.

2. Reinforce the "take home points" (in bold italics). The bullet points that follow each major point provide specific strategies for trying to achieve the major goals. During a crisis though, team members might not be able to recall details. Focusing on the overall goals will improve the chances that the most important ideas from this part of the presentation are easily recalled during a crisis.

III. Tools/Handouts to Organize a Crisis Response Team

Page

A. **Example of Meeting Invitation** - Excerpted from a Center resource packet entitled: Responding to Crisis at a School. 8

1. This sample invitation is provided for your reference. It is provided in Rich Text Format (rtf) so that you can edit it in your word processor to generate a memo or invitation for your presentation/meeting.

2. Note: The third paragraph mentions "attached material". Having a few key attachments might help participants be more informed and able to contribute to a successful planning session. You might also ask them to write down thoughts, ideas, or suggestions before the meeting and bring them in for discussion. However, you should be prepared to lead the discussion if necessary (because sometimes even staff do not complete the homework assignment).

B. **Crisis-Response Checklist** - Excerpted from a Center resource packet entitled: Responding to Crisis at a School. 9

1. This short (2-pg) document can be used as a handout, and/or be included as an attachment to the meeting invitation. It is presented in the form of a checklist to be used in the event of a crisis. However, it can also be used to map your resources and decide what areas of your plan have been addressed or need further work.

2. In particular, highlight the section on coordinators for different facets of crisis response (in "Immediate Response"). These coordinators might also oversee the development of relevant aspects of your crisis plan. It might be helpful to draw on the strengths of staff members who already have knowledge that will facilitate their role (i.e., the School Nurse might be best for first aid, whereas the staff who currently coordinate school-wide assemblies might be best for crowd management).

C. **Worksheet: Team Membership, Roles, and Functions** - 11
Excerpted from a Center resource packet entitled: Responding to Crisis at a School..

1. This worksheet can be included as an attachment to the invitation along with instructions for nomination or self-nomination for various roles. Then final decisions can be made by consensus during the meeting.

2. Alternatively, as the meeting organizer, you might use this worksheet solely during the meeting to help organize your crisis team plans.

IV.Tools/Handouts for Crisis Responders

A. **Psychological First Aid: Responding to a Student in Crisis** - 12
Excerpted from a Center resource packet entitled: Responding to Crisis at a School.

1. Note: Although the title refers to responding to students, most (if not all) of the principles apply to responding to fellow staff members as well.

2. This might make an informative handout, especially for those team members responsible for direct student or staff support in a crisis. This information should at least be provided to the coordinator for First Aid/Health.

Page

3. Again, highlight the most important goals listed in bold italics. These are the key messages, and subsequent bullet points provide more specific strategies to reach those goals.

B. **A Crisis Screening Interview** - Excerpted from a Center resource packet entitled: Responding to Crisis at a School. 13

1. This is a sample interview form and is being provided in Rich Text Form at (rtf) so that it can be easily modified (with a Word Processor) for use by your health/screening staff.

2. The screening interview covers factual information that can help with assessing both the crisis situation and the impact on the student/staff. It also provides a quick screening for acute reactions that might require additional help or referral.

V. Additional Resources

A. **Quick Find on Crisis Prevention and Response** (printer-friendly format) 16
To view the web-based quick find on **Crisis Prevention and Response**, click **here**.

VI. Originals for Overheads

Responding to Crises: A few General Principles
Major Facets of Crises Response
Psychological First Aid: Responding to a Student in Crisis

This material provided by:	UCLA Center for Mental Health in Schools/Los Angeles, CA 90095-1563 (310) 825-3634/ Fax: (310) 206-8716/ Email:**smhp@ucla.edu**

Note: Documents in PDF format (identified with a) require Adobe Reader 3.0 or higher to view. If you don't have this program, you can download it for free from Adobe.

School-Based Crisis Intervention:
Brief Overview

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 5. Center for Mental Health in Schools (2000).

SCHOOL-BASED CRISIS INTERVENTION

Crises are dangerous opportunities.
Chinese saying

Crisis, emergency, disaster, catastrophe, tragedy, trauma -- all are words heard too frequently at schools today. Almost every school has had a major crisis; every school is likely to have one. Besides natural disasters such as earthquakes and fires, students experience violence and death related to the suicide of friends, gang activity, snipers, hostage-taking, and rape. Some students react with severe emotional responses -- fear, grief, post traumatic stress syndrome. Moreover, such experiences and other events that threaten their sense of worth and well-being can produce the type of intense personal turmoil that leads students to think about hurting themselves or others.

If no effort is made to intervene, emotional reactions may interfere with a student's school and home performance, can be imminently life threatening, or may be the start of long-term psychosocial problems. And, when a significant portion of the student body is affected, major facets of a school's functioning are likely to be jeopardized.

As used here, the term, school-based crisis intervention, refers to a range of responses schools can plan and implement in response to crisis events and reactions. All school-based and school-linked staff can play an important role in crisis intervention.

For more from this Resource Aid Packet see
http://smhp.psych.ucla.edu/resource.htm#crisis

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*. pp. 20. Center for Mental Health in Schools (2000).

Major Facets of Crises Response

During the emergency

- communication - sounding the alarm if necessary; clarifying additional steps and providing information about the event, location of first aid stations if needed, etc.; rumor control; dealing with the media; keeping track of students and staff; responding to parents; interfacing with rest of the district and community
- direction and coordination - running an emergency operations center; monitoring problems; problem solving
- health and safety - mitigating hazards to protect students and staff; providing them with medical and psychological first aid; providing for search and rescue, security, evacuation

Immediate aftermath

- communication - clarifying causes and impact and debunking rumors; providing information about available resources for medical and psychological help
- direction and coordination - determining need to maintain emergency operations center; continuing to monitor problems and problem solve
- health and safety - continuing with activities initiated during the event

Days/weeks following

- communication - providing closure to students, staff, parents, district, community
- direction and coordination - continuing to monitor problems and problem solve
- health and safety - providing for those in need of longer-term treatment either through provision of direct services or referral; case management

Prevention

- communication - holding debriefing meetings to clarify deficiencies in response to the crisis
- direction and coordination - using debriefing analyses to plan ways to prevent, if feasible, similar events from occurring, to minimize the impact of unavoidable events, to improve crisis response procedures, to enhance resources
- health and safety - providing education for students, staff, parents

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 21. Center for Mental Health in Schools (2000).

Responding to Crises: A Few General Principles

***Immediate Response* -- Focused on Restoring Equilibrium**

In responding:

- Be calm, direct, informative, authoritative, nurturing, and problem-solving oriented.
- Counter denial, by encouraging students to deal with facts of the event; give accurate information and explanations of what happened and what to expect -- never give unrealistic or false assurances.
- Talk with students about their emotional reactions and encourage them to deal with such reactions as another facet of countering denial and other defenses that interfere with restoring equilibrium.
- Convey a sense hope and positive expectation -- that while crises change things, there are ways to deal with the impact.

Move the Student from Victim to Actor

- Plan with the student promising, realistic, and appropriate actions they will pursue when they leave you.
- Build on coping strategies the student has displayed.
- If feasible, involve the student in assisting with efforts to restore equilibrium.

Connect the Student with Immediate Social Support

- Peer buddies, other staff, family -- to provide immediate support, guidance, and other forms of immediate assistance.

Take Care of the Caretakers

- Be certain that support systems are in place for staff in general
- Be certain that support (debriefing) systems are in place for all crisis response personnel.

Provide for Aftermath Interventions

- Be certain that individuals needing follow-up assistance receive it.

Example of Meeting Invitation –

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 47. Center for Mental Health in Schools (2000).

Meeting to Organize the School's Crisis Response Team

Date

To:

From:

As you know the school has decided to (re)organize a school-based crisis team. You have been identified as a key person to talk with about the team.

At the meeting, we will review the site's existing crisis response plans and discuss a variety of related matters. By the end of the meeting, we will clarify crisis team membership, roles, and initial training dates.

In preparation for our meeting, please review the attached material.

The meeting is scheduled for (date, day, time)

To help make the meeting run smoothly and productively, the following staff have agreed to guide the process.

Meeting facilitator will be _____

Meeting time keeper will be _____

Meeting scribe will be _____

Finally, since a crisis demands that we work quickly, teamwork under pressure will be good practice. This means starting and ending the meeting on time and setting time limits for each task.

Crisis Response Checklist

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to Crisis at a School*, pp. 22-23. Center for Mental Health in Schools (2000).

In the midst of a crisis, it is hard to remember all the specific steps and preparatory plans that have been discussed. Each site and each person responsible for crisis response needs to have a checklist that provides a ready and visible reference guide for use during a crisis. Such a checklist is also an important training tool. The following is an outline of what such a checklist might cover.

I. Immediate Response

Check to be certain that

____ appropriate "alarms' have been sounded

____ all persons with a crisis role are mobilized and informed as to who is coordinating the response and where the coordination/emergency operation center and medical and psychological first aid centers are located

This may include coordinators for

____ overall crisis response
____ first aid (medical, psychological)
____ media
____ communications
____ crowd management
____ transportation

____ phone trees are activated

___ team leader and others clarify whether additional resources should be called in (from the District or community -- such as additional medical and psychological assistance, police, fire)

____ all assignments are being carried out (including provisions for classroom coverage for crisis response team members and for any instances of a staff death)

____ corrective steps are being taken when the response is inadequate

____ all communication needs are addressed by implementing planned means for information sharing and rumor control (e.g. Public Address announcements, circulation of written statements, presentations to staff/students/ parents in classes or in special assemblies);

This includes communications with

____ staff
____ students
____ crisis team
____ media
____ home
____district offices and other schools
____community
____ fire, police

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____ plans for locating individuals are implemented (e.g., message center, sign-in and sign-out lists for staff and students)

____ specific intervention and referral activity are implemented (e.g., triage, first-aid, search, rescue, security, evacuation, counseling, distribution of information about resources and referral processes -- including teentalk and suicide prevention lines and interviews to assess need for individual counseling)

____ support and time out breaks for crisis workers are implemented

____ informal debriefings of crisis workers are done to assess how things are going and what will be required in the way of follow-up activity.

II. Follow-up Activity

In the **aftermath,** check to be certain that

____ continuing communication needs are addressed (clarifying causes and impact; debunking rumors, updating facts, providing closure; updating information on available resources)

____ if relevant, family contacts are made to learn funeral and memorial service arrangements, and to determine if there is additional assistance the school can provide (School-related memorial services for gang members, suicides, etc. are controversial; clear policies should be established in discussing crisis response plans.)

____ crisis-related problems continue to be monitored and dealt with (including case management of referrals and extended treatment)

____ facets of crisis response that are no longer needed are brought to an appropriate conclusion

____ debriefing meetings are held (to appreciate all who helped, clarify deficiencies in crisis response, and make revisions for the next time)

____ crisis response plans are revised and resources enhanced for dealing with the next crisis

____ additional training is planned and implemented

____ appropriate prevention planning is incorporated (e.g., at least to minimize the impact of such events)

For more from this Resource Aid Packet see
http://smhp.psych.ucla.edu/resource.htm#crisis

Worksheet

Team Membership, Roles, and Functions

This **Quick Training Aid** was excerpted from a Resource Aid entitled: *Responding to Crisis at a School*, p. 49. Center for Mental Health in Schools (2000).

Roles/Functions	*Name* (One person may serve more than one role/function)	*Chain of Command* (Who's in charge? Back-ups?)	*Contact Information*
Team Leader			
Administrative Liaison			
Staff Liaison			
Communications Liaison			
Media Liaison			
First Aid Coordinator(s) medical psychological			
Communications Coordinator			
Crowd Management Coordinator			
Evacuation/Transportation Coord.			

Psychological First Aid: Responding to a Student in Crisis

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: *Responding to a Crisis at a School*, p. 31. Center for Mental Health in Schools (2000).

Pynoos and Nader (1988)* discuss psychological first aid for use during and in the immediate aftermath of a crisis (providing a detailed outline of steps according to age). Their work helps all of us think about some general points about responding to a student who is emotionally upset.

Psychological first aid for students/staff/parents can be as important as medical aid. The immediate objective is to help individuals deal with the troubling psychological reactions.

(1) Managing the situation

A student who is upset can produce a form of *emotional contagion*.

To counter this, staff must

- present a calm, reassuring demeanor,
- clarify for classmates and others that the student is upset
- if possible indicate why the student is upset (correct rumors and distorted information)
- state what can and will be done to help the student.

(2) Mobilizing Support

The student needs *support and guidance*.

Ways in which staff can help are to

- try to engage the student in a problem-solving dialogue
  >normalize the reaction as much as feasible
  >facilitate emotional expression (e.g., through use of empathy, warmth, and genuineness)
  >facilitate cognitive understanding by providing information
  >facilitate personal action by the student (e.g., help the individual do something to reduce the emotional upset and minimize threats to competence, self-determination, and relatedness)
- encourage the student's buddies to provide social support
- contact the student's home to discuss what's wrong and what to do
- refer the student to a specific counseling resource.

(3) Following-up

Over the following days (sometimes longer), it is important to check on how things are progressing.

- Has the student gotten the necessary support and guidance?
- Does the student need help in connecting with a referral resource?
- Is the student feeling better? If not, what additional support is needed and how can you help make certain that the student receives it?

Another form of "first aid" involves helping needy students and families connect with emergency services. This includes connecting with agencies that can provide emergency food, clothing, housing, transportation, and so forth. Such basic needs constitute major crises for too many students and are fundamental barriers to learning and performing and even to getting to school.

*Pynoos & Nader (1988), Psychological first aid and treatment approach to children exposed to community violence. *Journal of Traumatic Stress, 1*, 445-473.

This **Quick Training Aid** was excerpted from a Resource Aid Packet entitled: Responding to Crisis at a School. Center for Mental Health in Schools (2000).

A Crisis Screening Interview

Interviewer_____ Date_____

Note identified problem:

Is the student seeking help? Yes No

If not, what were the circumstances that brought the student to the interview?

Student's Name _____ Age _____ Birth date _____

Sex: M F Grade _____ Current class _____

Ethnicity _____ Primary Language _____

We are concerned about how things are going for you. Our talk today will help us to discuss what's going O.K. and what's not going so well. If you want me to keep what we talk about secret, I will do so -- except for those things that I need to discuss with others in order to help you.

In answering, please provide as much details as you can. At times, I will ask you to tell me a bit more about your thoughts and feelings.

1. Where were you when the event occurred? (Directly at the site? nearby? out of the area?)

2. What did you see or hear about what happened?

3. How are you feeling now?

4. How well do you know those who were involved?

5. Has anything like this happened to you or any of your family before?

6. How do you think this will affect you in the days to come? (How will your life be different now?)

7. How do you think this will affect your family in the days to come?

8. What bothers you the most about what happened?

9. Do you think anyone could have done something to prevent it? Yes No
Who?

10. Thinking back on what happened,	not at all	a little	more than a little	very
how angry do you feel about it?	1	2	3	4
how sad do you feel about it?	1	2	3	4
how guilty do you feel about it?	1	2	3	4
how scared do you feel?	1	2	3	4

11. What changes have there been in your life or routine because of what happened?

12. What new problems have you experienced since the event?

13. What is your most pressing problem currently?

14. Do you think someone should be punished for what happened? Yes No
Who?

15. Is this a matter of getting even or seeking revenge? Yes No
Who should do the punishing?

16. What other information do you want regarding what happened?

17. Do you think it would help you to talk to someone about how you feel about what happened?

Yes No Who? How soon?

Is this something we should talk about now? Yes No What is it?

18. What do you usually do when you need help with a personal problem?

19. Which friends and who at home can you talk to about this?

20. What are you going to do when you leave school today?
If you are uncertain, let's talk about what you should do?

This Center Response is from our website at http://smhp.psych.ucla.edu
To access the online version, visit our website, click "Search & Quick Find" on the left and then scroll down in the list of "Center Responses" to *Crisis Prevention and Response*

A Center Response:

The following reflects our most recent response for technical assistance related to CRISIS PREVENTION AND RESPONSE. This list represents a sample of information to get you started and is not meant to be an exhaustive list.

(Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one).

If you go online and access the Quick Find, you can simply click over to the various sites to access documents, agencies, etc. For your convenience here, the website addresses for various Quick Find entries are listed in a table at the end of this document in order of appearance, cross-referenced by the name of the resource.

Center Developed Resources and Tools

- NEW! Quick Training Aid
  A brief set of resources to guide those providing an inservice session on **school-based crisis intervention**. Also useful as a quick self-tutorial. (note: opens up in a new window)

- Responding to Crisis at a School
- From Our Technical Assistance Sampler: A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning:
  - Crisis Teams, Response and Aftermath (PDF Document, 10K)
  - School Environment Changes and School Safety Strategies (PDF Document, 12K)
  - Curriculum Approaches to Preventing Crisis Events (Social and Personal) (PDF Document, 25K)
- Violence Prevention and Safe Schools
- Problem Response and Prevention
- Common Psychosocial Problems of School-Age Youth
- Hotline Numbers
- A Technical Aid Packet on School-Based Consultation, Referral, and Management of Care
- QuickFind on Grief and Bereavement
- QuickFind on Post-traumatic Stress
- QuickFind on the Enabling Component

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Relevant Publications on the Internet

- After a Disaster: Steps You Can Take to Cope with a Stressful Situation
- The Aftershocks of National Tragedy
- Annual Report on School Safety
- Blueprints for Violence Prevention
- Checklist of Characteristics of Youth Who Have caused School - Associated Violent Deaths
- The Child Survivor of Traumatic Stress
- Communicating About School Safety
- Coping after Terrorism: A guide for healing and recovery
- Coping with a National Tragedy (from NASP)
- Coping with Emotions after a Disaster
- Crisis Communication Guide & Toolkit
- Crisis in the Classroom: Can Your Schools' Security Pass the Exam?
- Crisis Intervention (Children's Law Office)
- Disaster Handouts and Links
- DisasterShock: How to Cope with the Emotional Stress of a Major Disaster
- Early Warning, Timely Response: A Guide to Safe Schools
- Early Warning Signs of Youth Violence: Fact, Fiction, or Fad?
- Helping America Cope: A guide for parents and children in the aftermath of the September 11th national disaster
- Helping Children After a Disaster (AACAP)
- Helping Children After a Disaster (Project Rebound) (PDF Document, 529K)
- Helping Kids Cope with Tragedy
- Impact of September 11th - A Three Part Assessment Tool (NIH)
- Indicators of School Crime and Safety: 1998
- Latest Information: In the Aftermath of Terrorism
- Managing Traumatic Stress: Tips for Recovering From Disasters and Other Traumatic Events
- Parents, School Safety & Gangs
- Post-Traumatic Stress Disorder
- Practical School Security: Basic Guidelines for Safe and Secure School
- Quick Reference Guide for School Crisis Management
- Safe, Drug-Free, and Effective Schools for All Students: What Works! By Quinn, Osher, Hoffman & Hanley (1998). A report from the Center for Effective Collaboration and Practice.
- School-based Crime Prevention. By, Denise Gottfredson (1997). In Lawrence Sherman, et. al. (eds.), *Preventing Crime: What works, what doesn't, what's promising*. Washington D.C.: U.S. Dept. of Justice.
- School-Violence Fact Sheets (a selection of 12 fact sheets on a variety of school violence issues)
- Staff Crisis Intervention Guide
- Teaching Students About Terrorism and Related Resources

Selected Materials from Our Clearinghouse

- Intervening Against Violence in the Schools. By, M. Weist and B. Warner (1996). Annals of Adolescent Psychiatry.
- Reducing Youth Gun Violence: An Overview of Programs and Initiatives. A report from the Office of Juvenile Justice and Delinquency Prevention (1996).
- Response to Violence in Our Schools. By, L. Lopez (1988). A report from the Office of Instruction, Los Angeles Board of Education.
- Violence Prevention: Curriculum for Adolescents. By, D. Prothrow-Stith (1987). A report from Teenage Health

Teaching Modules: Education Development Center.

- Preventing and Managing Conflict in Schools. By, N. H. Katz and J. W. Lawyer (1994). The Practicing Administrator's Leadership Series.
- Healing Fractured Lives. A report from the Bureau of Primary Health Care (1996).
- Violence in Schools: How to Proactively Prevent and Defuse it. By, J. L. Curcio and P. F. First (1993).
- Safe, Drug-Free and Effective Schools for All Students: What Works! A report from the Safe and Drug-Free Schools and Office of Special Education.

Related Agencies and Websites

- American Psychological Association
- AskERIC
- Center for Effective Collaboration and Practice
- Center for Mental Health Services/Emergency Services and Disaster Relief Branch
- Center for the Prevention of School Violence
- Department of Education: Safe and Drug-Free Schools Program
- Disaster Mental Health Institute (Univ. of South Dakota)
- Education Development Center
- Federal Emergency Management Agency (FEMA) for Kids: Resources for Parents & Teachers
- Join Together
- Keep Schools Safe
- National Alliance for Safe Schools
- National Association of School Psychologists
- National Center for Children Exposed to Violence
- National Center for PTSD
- National Institute for Dispute Resolution
- National Crime Prevention Council (NCPC)
- National School Safety Center
- National School Safety and Security Services
- Office of Juvenile Justice & Delinquency Prevention (OJJDP)
- Partnerships Against Violence Network (PAVNET) Online
- The Peace Center
  Trauma Information Pages

Relevant Publications that Can Be Obtained From Your Local Library

- *Post Traumatic Stress Disorder: The Latest Assessment and Treatment Strategies*. By Matthew J. Friedman (2000). Kansas City, MO: Compact Clinicals.
- Applying Effective Strategies to Prevent Substance Abuse, Violence, and Disruptive Behavior Among Youth. By Scattergood, Dash, Epstein, & Adler (1998).
- Safe School Planning. By, Ronald D. Stephens. Edited by: Delbert S. Elliott, Beatrix A. Hamburg, et al. In: *Violence in American schools: A new perspective*. New York: Cambridge University Press.
- School Violence Intervention: A practical Handbook. By, Scott Poland (1997). Edited by, Arnold P. Goldstein & Jane Conoley. In: *School crisis teams*. New York: The Guilford Press.
- The State Department of Education's Role in Creating Safe Schools. By, Marilyn L. Grady; Bernita L. Krumm; Mary Ann Losh (1997). Edited by: Arnold P. Goldstein, Jane Close Conoley, Eds. In: *School violence intervention: A practical handbook*. New York: The Guilford Press.
- Responding to School Violence: Understanding Today for Tomorrow. By Ester Cole (1995). *Canadian Journal of School Psychology, Fall Vol. 11*, pp.108-116.
- Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies. By, Ronald D.

Stephens (1994). *Psychology Review, 23*, pp.204-215.

We hope these resources met your needs. If not, feel free to contact us for further assistance.For additional resources related to this topic, use our search page to find people, organizations, websites and documents. You may also go to our technical assistance page for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the Center for School Mental Health Assistance at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with "The fine Art of Fishing" which we have developed as an aid for do-it-yourself technical assistance.

If you go online and access the Quick Find, you can click over to the various sites to access documents, agencies, etc. For your convenience here, the following pages list the website

From Our Technical Assistance Sampler: A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning:	http://smhp.psych.ucla.edu/techpak.htm#technical
Crisis Teams, Response and Aftermath (PDF Document, 10K)	http://smhp.psych.ucla.edu/pdfdocs/Sampler/Outcome/appd1.pdf
School Environment Changes and School Safety Strategies (PDF Document, 12K)	http://smhp.psych.ucla.edu/pdfdocs/Sampler/Outcome/appd2.pdf
Curriculum Approaches to Preventing Crisis Events (Social and Personal) (PDF Document, 25K)	http://smhp.psych.ucla.edu/pdfdocs/Sampler/Outcome/appd3.pdf
Violence Prevention and Safe Schools	file:///G:/packets%20backup/quick%20training%20aids/intropak.htm#violence
Problem Response and Prevention	http://smhp.psych.ucla.edu/conted2/part12b.htm
Common Psychosocial Problems of School-Age Youth	http://smhp.psych.ucla.edu/guidepak.htm#common
Hotline Numbers	http://smhp.psych.ucla.edu/hotline.htm
A Technical Aid Packet on School-Based Consultation, Referral, and Management of Care	file:///G:/packets%20backup/quick%20training%20aids/techpak.htm#sbconsult
QuickFind on Grief and Bereavement	http://smhp.psych.ucla.edu/qf/p3003_01.htm
QuickFind on Post-traumatic Stress	file:///G:/packets%20backup/quick%20training%20aids/school-based%20crisis%20intervention/ptsd.htm
QuickFind on the Enabling Component	file:///G:/packets%20backup/quick%20training%20aids/school-based%20crisis%20intervention/qf_enabling.htm
After a Disaster: Steps You Can Take to Cope with a Stressful Situation	http://www.wright.edu/sopp/cps/TraumaticStress.html
The Aftershocks of National Tragedy	http://www.connectforkids.org/usr_doc/CopingWithGrief.htm
Annual Report on School Safety	http://www.ed.gov/pubs/AnnSchoolRept98/

Blueprints for Violence Prevention	http://www.colorado.edu/cspv/blueprints/
Checklist of Characteristics of Youth Who Have caused School - Associated Violent Deaths	http://www.nssc1.org/reporter/checklist.htm
The Child Survivor of Traumatic Stress	http://users.umassmed.edu/Kenneth.Fletcher/kidsurv.html
Communicating About School Safety	http://www.keepschoolssafe.org/wssd.htm
Coping after Terrorism: A guide for healing and recovery	http://www.ojp.usdoj.gov/ovc/publications/infores/cat_hndbk/welcome.html
Coping with a National Tragedy (from NASP)	http://www.nasponline.org/NEAT/crisis_0911.html
Coping with Emotions after a Disaster	http://www.psychworks.com/PTSD%20response.htm
Crisis Communication Guide & Toolkit	http://www.nea.org/crisis/
Crisis in the Classroom: Can Your Schools' Security Pass the Exam?	http://www.keepschoolssafe.org/classr.html
Crisis Intervention (Children's Law Office)	http://childlaw.law.sc.edu/manuals/user/crisisi/contents.htm
Disaster Handouts and Links	http://www.trauma-pages.com/pg5.htm
DisasterShock: How to Cope with the Emotional Stress of a Major Disaster	http://www.soe.usfca.edu/ccfd/disastershock
Early Warning, Timely Response: A Guide to Safe Schools	http://www.air-dc.org/cecp/guide/earlywarning.htm
Early Warning Signs of Youth Violence: Fact, Fiction, or Fad?	http://www.schoolsecurity.org/trends/warning-signs.html
Helping America Cope: A guide for parents and children in the aftermath of the September 11th national disaster	http://www.bellsouthfoundation.org/usa-support.html

Helping Children After a Disaster (AACAP)	http://www.aacap.org/publications/factsfam/disaster.htm
Helping Kids Cope with Tragedy	http://www.healthatoz.com/atoz/healthupdate/Alert09132001.html
Impact of September 11th - A Three Part Assessment Tool (NIH)	http://obssr.od.nih.gov/activities/911/attack.htm
Indicators of School Crime and Safety: 1998	http://nces.ed.gov/pubs98/safety/index.html
Latest Information: In the Aftermath of Terrorism	http://www.nccev.org/resources/terrorism/aftermath_index.html
Managing Traumatic Stress: Tips for Recovering From Disasters and Other Traumatic Events	http://helping.apa.org/therapy/traumaticstress.html
Parents, School Safety & Gangs	http://www.schoolsecurity.org/faq/parents.html
Post-Traumatic Stress Disorder	http://www.nmha.org/camh/anxiety/ptsd.cfm
Practical School Security: Basic Guidelines for Safe and Secure School	http://www.schoolsecurity.org/security-book.html
Quick Reference Guide for School Crisis Management	http://www.naspweb.org/advocacy/neat_reference.html
Safe, Drug-Free, and Effective Schools for All Students: What Works! By Quinn, Osher, Hoffman & Hanley (1998). A report from the Center for Effective Collaboration and Practice.	http://www.air-dc.org/cecp/resources/safe&drug_free/main.htm
School-based Crime Prevention. By, Denise Gottfredson (1997). In Lawrence Sherman, et. al. (eds.), Preventing Crime: What works, what doesn't, what's promising. Washington D.C.: U.S. Dept. of Justice.	http://www.ncjrs.org/works/chapter5.htm

School-Violence Fact Sheets (a selection of 12 fact sheets on a variety of school violence issues)	http://www.colorado.edu/cspv/Columbine/schoolViolenceFacts.htm
Staff Crisis Intervention Guide	http://www.girard248.org/248/District/crisis/Crisis_Guide
Teaching Students About Terrorism and Related Resources	http://www.askeric.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Subjects/Social_Studies/Current_Events/tragedy.html
Intervening Against Violence in the Schools. By, M. Weist and B. Warner (1996). Annals of Adolescent Psychiatry.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC25
Reducing Youth Gun Violence: An Overview of Programs and Initiatives. A report from the Office of Juvenile Justice and Delinquency Prevention (1996).	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC28
Response to Violence in Our Schools. By, L. Lopez (1988). A report from the Office of Instruction, Los Angeles Board of Education.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC33
Violence Prevention: Curriculum for Adolescents. By, D. Prothrow-Stith (1987). A report from Teenage Health Teaching Modules: Education Development Center.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC1
Preventing and Managing Conflict in Schools. By, N. H. Katz and J. W. Lawyer (1994). The Practicing Administrator's Leadership Series.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC13

Healing Fractured Lives. A report from the Bureau of Primary Health Care (1996).	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC14
Violence in Schools: How to Proactively Prevent and Defuse it. By, J. L. Curcio and P. F. First (1993).	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC17
Safe, Drug-Free and Effective Schools for All Students: What Works! A report from the Safe and Drug-Free Schools and Office of Special Education.	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC61
American Psychological Association	http://www.apa.org/
AskERIC	http://ericir.sunsite.syr.edu/
Center for Mental Health Services/Emergency Services and Disaster Relief Branch	http://www.mentalhealth.org/cmhs/emergencyservices/
Center for the Prevention of School Violence	http://www.ncsu.edu/cpsv/
Department of Education: Safe and Drug-Free Schools Program	http://www.ed.gov/offices/OESE/SDFS/
Disaster Mental Health Institute (Univ. of South Dakota)	http://www.usd.edu/dmhi/
Education Development Center	http://phoenix.edc.org/
Federal Emergency Management Agency (FEMA) for Kids: Resources for Parents & Teachers	http://www.fema.gov/kids/teacher.htm
Join Together	http://www.jointogether.org/
Keep Schools Safe	http://www.keepschoolssafe.org/
National Alliance for Safe Schools	http://www.safeschools.org/

National Association of School Psychologists	http://www.nasponline.org/
National Center for Children Exposed to Violence	http://www.nccev.org/
National Center for PTSD	http://www.ncptsd.org/
National Institute for Dispute Resolution	http://www.crenet.org/
National Crime Prevention Council (NCPC)	http://www.ncpc.org/
National School Safety Center	http://nssc1.org/
National School Safety and Security Services	http://www.schoolsecurity.org/
Office of Juvenile Justice & Delinquency Prevention (OJJDP)	http://www.ncjrs.org/ojjhome.htm
Partnerships Against Violence Network (PAVNET) Online	http://www.pavnet.org/
The Peace Center	http://www.comcat.com/~peace/PeaceCenter.html
Trauma Information Pages	http://www.trauma-pages.com/
search	file:///G:/packets%20backup/quick%20training%20aids/search.htm
technical assistance page	http://smhp.psych.ucla.edu/techreq.htm
Center for School Mental Health Assistance	http://csmha.umaryland.edu/
"The fine Art of Fishing"	http://smhp.psych.ucla.edu/selfhelp.htm

Originals for Overheads

The following figures and tables can be copied to overhead transparencies to assist in presenting this material,

Responding to Crises: A Few General Principles

Immediate Response -- Focused on Restoring Equilibrium

In responding:

- Be calm, direct, informative, authoritative, nurturing, and problem-solving oriented.
- Counter denial, give accurate information and explanations of what happened and what to expect.
- Talk with students about their emotional reactions and encourage them to deal with such reactions.
- Convey a sense of hope and positive expectation.

Move the Student from Victim to Actor

- Plan with the student promising, realistic, and appropriate actions they will pursue when they leave you.
- Build on coping strategies the student has displayed.
- If feasible, involve the student in assisting with efforts to restore equilibrium.

Connect the Student with Immediate Social Support

- Peer buddies, other staff, family.

Take Care of the Caretakers

- Be certain that support systems are in place for staff in general.
- Be certain that support (debriefing) systems are in place for all crisis response personnel.

Provide for Aftermath Interventions

- Be certain that individuals needing follow-up assistance receive it.

Major Facets of Crises Response

	During the emergency	Immediate aftermath	Days/Weeks following	Prevention
Communication				
Direction & Coordination				
Health & Safety				

Psychological First Aid: Responding to a Student In Crisis

(1) Managing the situation

- present a calm, reassuring demeanor,
- clarify for classmates and others that the student is upset
- if possible indicate why the student is upset (correct rumors and distorted information)
- state what can and will be done to help the student.

(2) Mobilizing Support

- try to engage the student in a problem-solving dialogue
- encourage the student's buddies to provide social support
- contact the student's home to discuss what's wrong and what to do
- refer the student to a specific counseling resource.

(3) Following-up

Over the following days (sometimes longer), it is important to check on how things are progressing.

- Has the student gotten the necessary support and guidance?
- Does the student need help in connecting with a referral resource?
- Is the student feeling better? If not, what additional support is needed and how can you help make certain that the student receives it?

Another form of "first aid" involves helping needy students and families connect with emergency services.

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

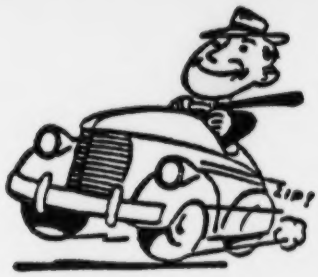
Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

- Drug/alcohol abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulimia)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Learning, attention & behavior problems
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness

Need Resource Materials Fast?



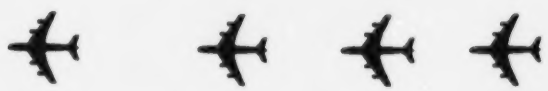
Check out our *Quick Finds !!!!*

Use our Website for speedy access to Psychosocial resources!!!!!

Stop on by for a visit at

http://smhp.psych.ucla.edu

Just click *SEARCH* from our home page and you are on your way!!



You can:

- **QUICK FIND:** *To quickly find information on Center topics*
- **SEARCH OUR WEB SITE:** *For information available on our web pages.*
- **SEARCH OUR DATABASES:** *For resource materials developed by our Center, clearinghouse document summaries, listings of cadre members, organizations and internet sites.*

Quick Find Responses include:

- Center Developed Resources and Tools
- Relevant Publications on the Internet
- Selected Materials from Our Clearinghouse
- A whole lot more, and if we don't have it we can find it !!!! We keep adding to and improving the center — So keep in contact!